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AUTHOR	Ritz, William C.; And Others
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ABSTRACT

This set of flowcharts was designed for use with the companion volume, "How to Conduct a Workshop," a detailed guide describing prccedures for organizing and managing an inservice workshop. Based on extensive workshop experience of the Eastern Regional Institute for Education (ERIE), these flowcharts are intended to help any educator who is faced with the task of planning and conducting a workshop, whatever the size. The key features of the flowcharts are 1) Each task is written in generalized form in order to be useful in conducting any workshop. 2) Each task is written in the form of a behavioral action statement. 3) Each workshop task is enclosed within a rectangle, the direction in which the symbol points indicated whether it is a "lead out" or "lead in" item. Two key letters inside the symbol indicate the inter-flowchart references. The flowcharts concern instructional programs, funding and costs, staffing materials, scheduling, site logistics, microteaching, publicity and registration, college credit procedures, non-instructional activities and evaluation. (Related document is SP 005 813.) (Author/MJM)

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A series of eleven flowcharts to be used with How to Conduct a Workshop

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FLOWCHARTS

HOW TO CONDUCT A WORKSHOP

by

William C. Ritz
Charles W. Wallace

contributions by

Mary Jane Colegrove
James M. Mahan
George B. Wildridge

May 1970

Eastern Regional Institute for Education

635 James Street

Syracuse, New York 13203

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INTRODUCTION

This set of flowcharts was designed for use with the companion volume, How to Conduct a Workshop, a detailed guide describing procedures for organizing and managing an inservice workshop. Based on extensive workshop experience of the Eastern Regional Institute for Education (ERIE), these flowcharts are intended to help any educator who is faced with the task of planning and conducting a workshop, whatever the size.

Despite the diversity, all workshops bear certain commonalities. Large or small, the workshop must have an appropriate site, a well-defined instructional program, and suitable instructional materials. The planner of even the most modest workshop needs to be aware of the full set of workshop planning tasks. Only then can he intelligently discard the tasks that are impractical or unnecessary for his situation. In large, complex workshops, the director will want to assign responsibility for planning specific workshop components to staff associates. In this case, each flowchart would serve as a well-defined set of tasks for the workshop component.

Each workshop component is presented in the flowchart as a set of behaviorally-stated tasks, arranged in a numbered sequence to designate the order in which tasks are

to be accomplished. Milestone tasks are presented on the frames with a heavy double outline.

Among the key features of the flowcharts are the following:

1. Each task is written in generalized form; that is, although the ERIE experience upon which this document is based came in the form of elementary science workshops, each task is written so as to be potentially useful in conducting any workshop, regardless of size or content.

2. Each task is written in the form of a behavioral action statement. As such, each statement represents a task to be accomplished; it does not attempt to designate who is to do it.

   Science--A Process Approach (1967-69 , the curriculum upon which ERIE's workshop experience is based, is a program built upon behaviorally-stated educational objectives. For that reason, the writers of this document specify each task in behavioral terms. The verb of each statement has been capitalized for emphasis. To the greatest extent possible, use of verbs is restricted to the AAAS list of "action words."*

3. Each workshop task is enclosed within a rectangle. References between flowcharts are made by directional symbols as follows:

LEAD OUT REFERENCE LEAD IN REFERENCE

The direction in which the symbol points relative to its frame indicates whether it is a "lead out" or "lead in" item.

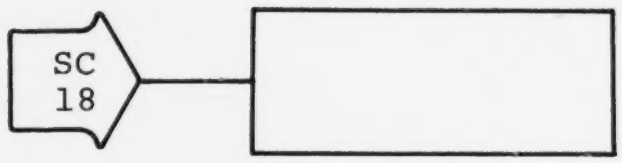
*See AAAS Guide for Inservice Instruction (pp. 32-45).

The two letters written inside the symbol indicate the related flowchart, according to the following key:

KEY FOR INTER-FLOWCHART REFERENCES

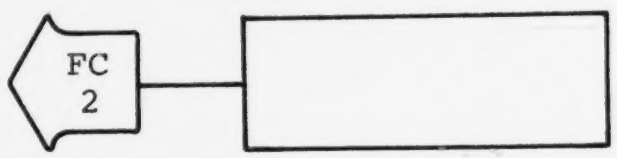
Symbol	Flowchart
IP	Instructional Program
FC	Funding and Costs
ST	Staffing
MA	Materials
SC	Scheduling
SL	Site Logistics
MT	Micro-Teaching
PR	Publicity and Registration
CC	College Credit Procedures
NI	Non-Instructional Activities
EV	Evaluation

Thus, the symbol



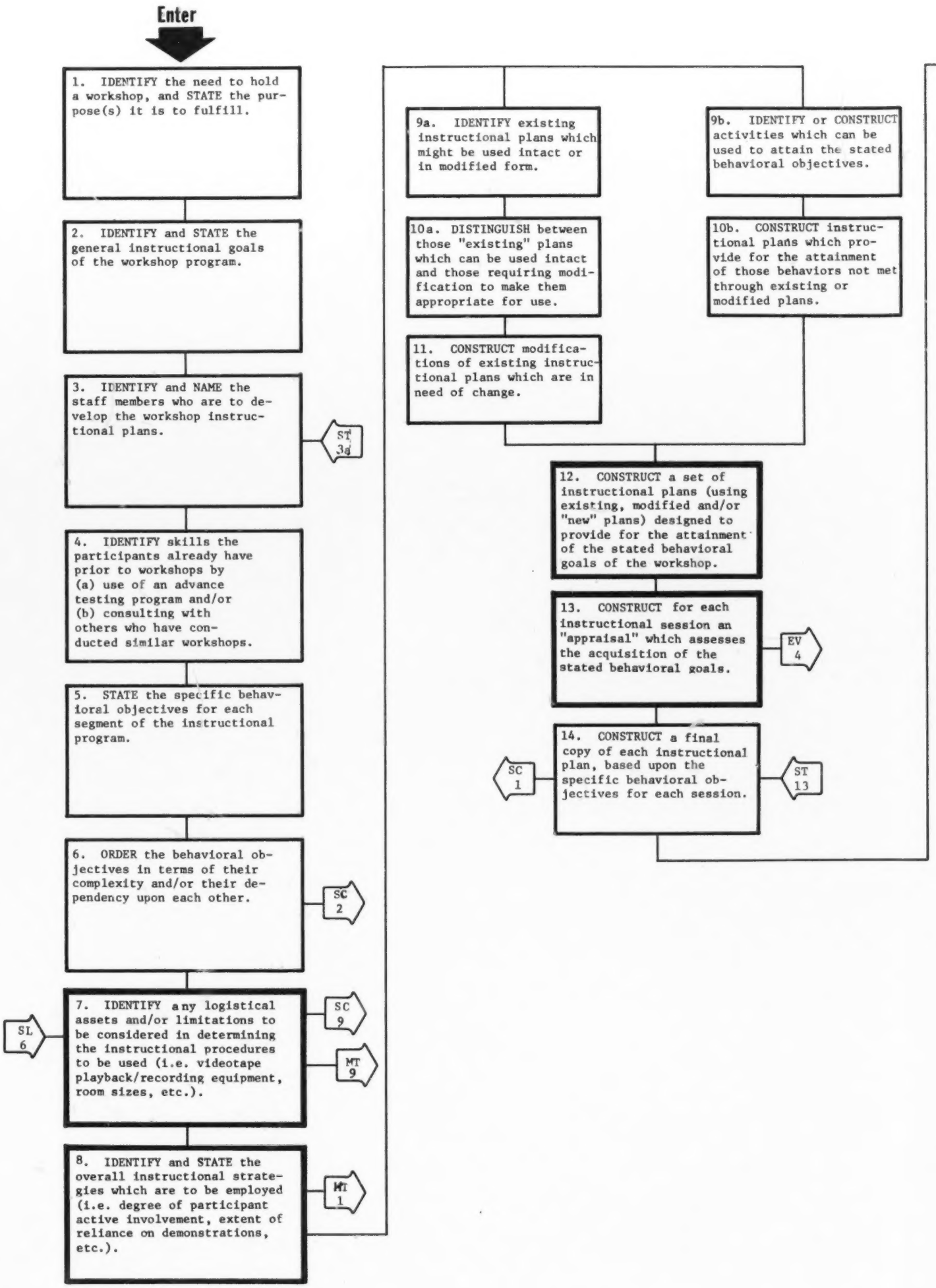
indicates a "lead-in" to the task in question FROM the Scheduling Flowchart, Item 18.

On the other hand, the designation,



indicates a "lead-out" reference. The reader should REFER TO the Funding and Cost Flowchart, Item 2.

IP–INSTRUCTIONAL PROGRAM


Enter
1. IDENTIFY the need to hold a workshop, and STATE the purpose(s) it is to fulfill.
2. IDENTIFY and STATE the general instructional goals of the workshop program.
3. IDENTIFY and NAME the staff members who are to develop the workshop instructional plans.
ST 3a
4. IDENTIFY skills the participants already have prior to workshops by (a) use of an advance testing program and/or (b) consulting with others who have conducted similar workshops.
5. STATE the specific behavioral objectives for each segment of the instructional program.
6. ORDER the behavioral objectives in terms of their complexity and/or their dependency upon each other.
SC 2
7. IDENTIFY any logistical assets and/or limitations to be considered in determining the instructional procedures to be used (i.e. videotape playback/recording equipment, room sizes, etc.).
SL 6
SC 9
MT 9
8. IDENTIFY and STATE the overall instructional strategies which are to be employed (i.e. degree of participant active involvement, extent of reliance on demonstrations, etc.).
MI 1
9a. IDENTIFY existing instructional plans which might be used intact or in modified form.
9b. IDENTIFY or CONSTRUCT activities which can be used to attain the stated behavioral objectives.
10a. DISTINGUISH between those "existing" plans which can be used intact and those requiring modification to make them appropriate for use.
10b. CONSTRUCT instructional plans which provide for the attainment of those behaviors not met through existing or modified plans.
11. CONSTRUCT modifications of existing instructional plans which are in need of change.
12. CONSTRUCT a set of instructional plans (using existing, modified and/or "new" plans) designed to provide for the attainment of the stated behavioral goals of the workshop.
13. CONSTRUCT for each instructional session an "appraisal" which assesses the acquisition of the stated behavioral goals.
EV 4
14. CONSTRUCT a final copy of each instructional plan, based upon the specific behavioral objectives for each session.
SC 1
ST 13
SC 3a,b
15a. IDENTIFY and S
the sequence in whic
the instructional se
sions are to be pre
sented.
SC 11a
16a.
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KEY

Symbol	Flow
IP	Inst
FC	Fund
ST	Staf
MA	Mate
SC	Sche
SL	Site
MT	Micr
PR	Publ
CC	Coll
NI	Non-
EV	Eval

NTIFY or CONSTRUCT
es which can be
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l objectives.

NSTRUCT instruc-
ans which pro-
the attainment
behaviors not met
xisting or
plans.

EV
4

ST
13

SC
3a,b

15a. IDENTIFY and STATE the sequence in which the instructional sessions are to be presented.

15b. IDENTIFY the estimated time necessary for the instructional procedures for each workshop session.

15c. STATE the materials required to teach each of the instructional sessions.

MA
1c

15d. NAME instructors who are to teach each of the sessions, identifying each on the basis of personal strengths and weaknesses, as well as individual preferences.

ST
16

16a. IDENTIFY and STATE the total number of instructional groups to be used, based upon (a) the total number of participants, (b) special characteristics of participants, and (c) maximum number of participants per any group.

SC
11a

16b. CONSTRUCT a sufficient number of copies of each instructional plan. (One for each instructor in addition to file and "extra" copies.)

ST
22c

17a. CONSTRUCT a master schedule which designates the instructional sequence which each group of participants is to follow.

SC
18

17b. DESCRIBE, at a preworkshop meeting, the instructional plan for each session to those who are expected to teach it.

18. CONSTRUCT modified instruction plans as required.

19. Instructors TEACH from the prepared instructional plans.

20. DISTINGUISH between acceptable and unacceptable performance of tasks by participants upon administration of the appraisal activity.

21. CONSTRUCT new instructional procedure(s) for those participants who, based upon the appraisal activity results, require further instruction.

SC
22

KEY TO FLOWCHARTS

Symbol	Flowchart
IP	Instructional Program
FC	Funding and Costs
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MA	Materials
SC	Scheduling
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MT	Micro-Teaching
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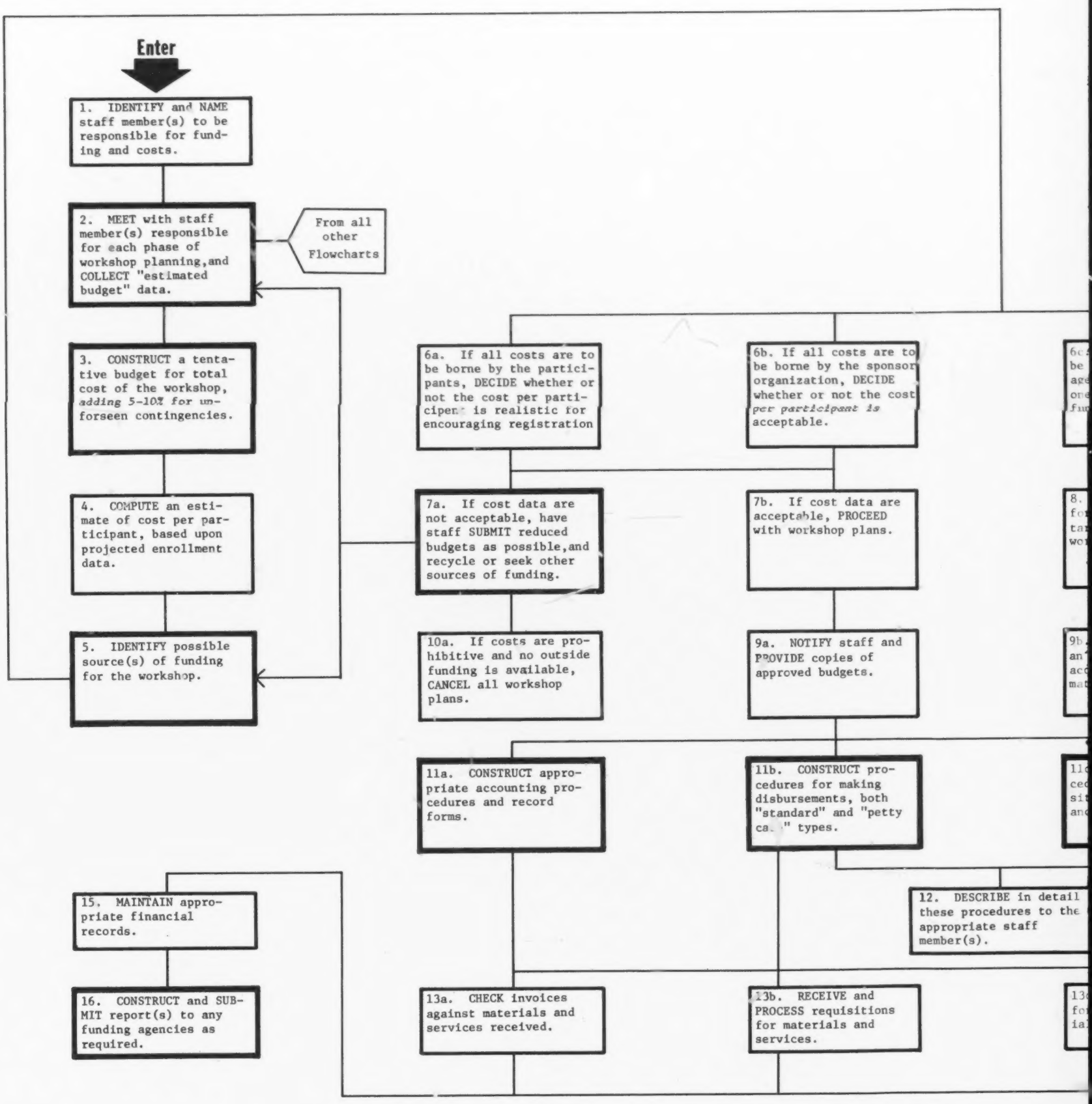
EV	Evaluation

FC--FUNDING AND COSTS


Enter
1. IDENTIFY and NAME staff member(s) to be responsible for funding and costs.
2. MEET with staff member(s) responsible for each phase of workshop planning, and COLLECT "estimated budget" data.
From all other Flowcharts
3. CONSTRUCT a tentative budget for total cost of the workshop, adding 5-10% for unforseen contingencies.
4. COMPUTE an estimate of cost per participant, based upon projected enrollment data.
5. IDENTIFY possible source(s) of funding for the workshop.
6a. If all costs are to be borne by the participants, DECIDE whether or not the cost per participant is realistic for encouraging registration
6b. If all costs are to be borne by the sponsor organization, DECIDE whether or not the cost per participant is acceptable.
7a. If cost data are not acceptable, have staff SUBMIT reduced budgets as possible, and recycle or seek other sources of funding.
7b. If cost data are acceptable, PROCEED with workshop plans.
10a. If costs are prohibitive and no outside funding is available, CANCEL all workshop plans.
9a. NOTIFY staff and PROVIDE copies of approved budgets.
11a. CONSTRUCT appropriate accounting procedures and record forms.
11b. CONSTRUCT procedures for making disbursements, both "standard" and "petty cash" types.
12. DESCRIBE in detail these procedures to the appropriate staff member(s).
15. MAINTAIN appropriate financial records.
16. CONSTRUCT and SUBMIT report(s) to any funding agencies as required.
13a. CHECK invoices against materials and services received.
13b. RECEIVE and PROCESS requisitions for materials and services.

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Symbol	Flowchart
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NI	Non-Instructional Activities
EV	Evaluation

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e by the sponsor
ation, DECIDE
or not the cost
ticipant is
ble.

6c. If all costs are to be borne by an "outside" agency, IDENTIFY and NAME one or more possible funding sources.

6d. If costs are to be divided among (a) sponsor organization and (b) one or more "outside agencies," DETERMINE the precentage of budget to be requested.

7c. IDENTIFY and NAME one or more "outside" sources of supplementary funding.

cost data are
ble, PROCEED
rkshop plans.

8. CONSTRUCT a proposal for total or supplementary funding of the workshop.

10b. If funding indicates workshop will be conducted NOTIFY staff and PROVIDE copies of approved budgets

TIFY staff and
copies of
d budgets.

9b. SUBMIT proposal to an appropriate agency in accordance with its format and deadlines.

10c. If no funding is available, CANCEL all workshop plans.

ONSTRUCT pro-
for making
sements, both
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11c. CONSTRUCT procedures for requisitioning materials and services.

11d. CONSTRUCT procedures for receiving and recording monies received.

12. DESCRIBE in detail these procedures to the appropriate staff member(s).

CEIVE and
requisitions
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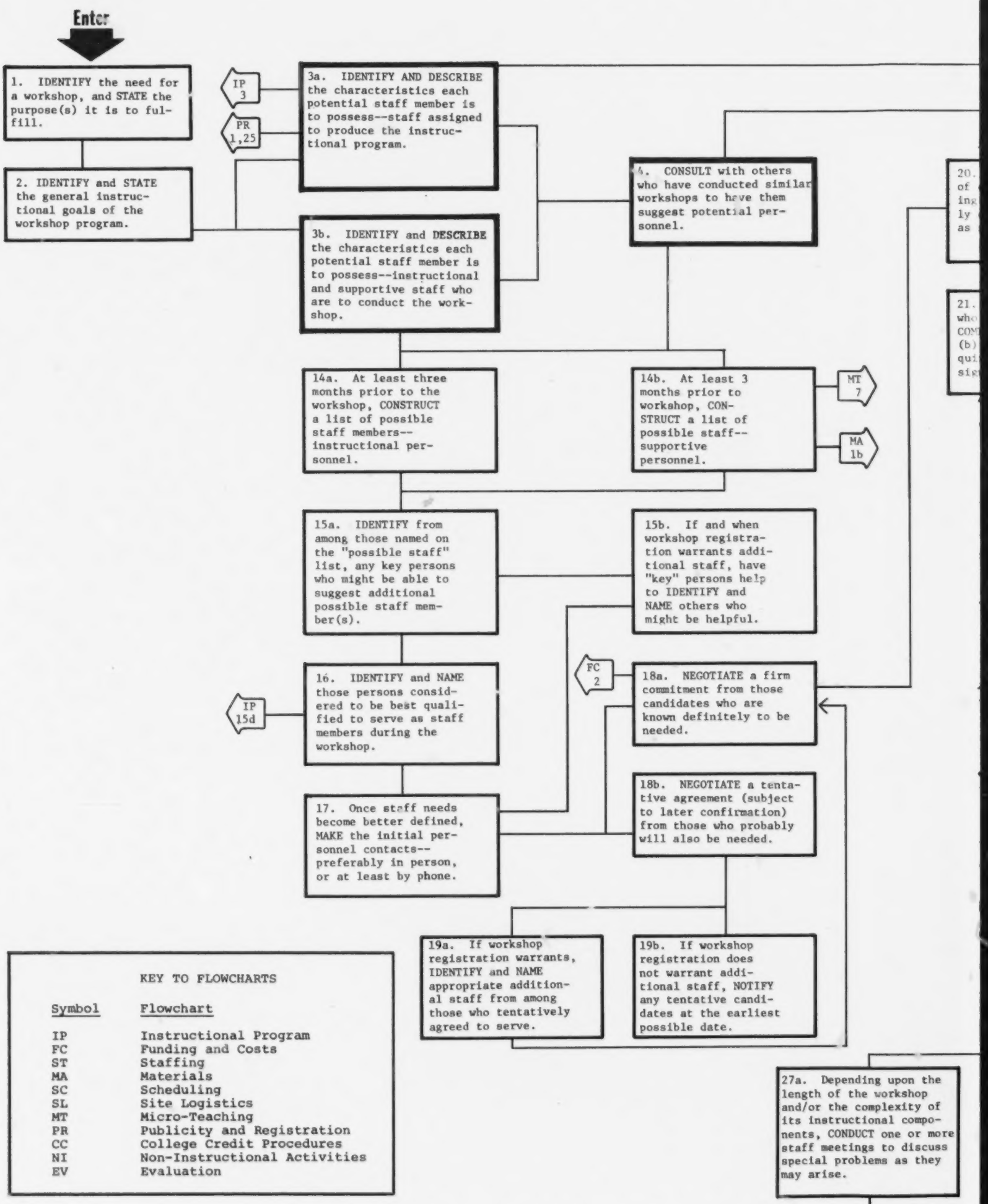
s.

13c. DISBURSE funds for salaries, materials, rentals, etc.

13d. ACCEPT and RECORD pre-registration and registration monies.

14. CONSTRUCT and SEND invoices to any who have not paid their registration fees, etc.

ST–STAFFING


Enter
1. IDENTIFY the need for a workshop, and STATE the purpose(s) it is to fulfill.
2. IDENTIFY and STATE the general instructional goals of the workshop program.
IP 3
PR 1,25
3a. IDENTIFY AND DESCRIBE the characteristics each potential staff member is to possess--staff assigned to produce the instructional program.
3b. IDENTIFY and DESCRIBE the characteristics each potential staff member is to possess--instructional and supportive staff who are to conduct the workshop.
4. CONSULT with others who have conducted similar workshops to have them suggest potential personnel.
14a. At least three months prior to the workshop, CONSTRUCT a list of possible staff members--instructional personnel.
14b. At least 3 months prior to workshop, CONSTRUCT a list of possible staff--supportive personnel.
MT 7
MA 1b
15a. IDENTIFY from among those named on the "possible staff" list, any key persons who might be able to suggest additional possible staff member(s).
15b. If and when workshop registration warrants additional staff, have "key" persons help to IDENTIFY and NAME others who might be helpful.
16. IDENTIFY and NAME those persons considered to be best qualified to serve as staff members during the workshop.
IP 15d
17. Once staff needs become better defined, MAKE the initial personnel contacts--preferably in person, or at least by phone.
FC 2
18a. NEGOTIATE a firm commitment from those candidates who are known definitely to be needed.
18b. NEGOTIATE a tentative agreement (subject to later confirmation) from those who probably will also be needed.
19a. If workshop registration warrants, IDENTIFY and NAME appropriate additional staff from among those who tentatively agreed to serve.
19b. If workshop registration does not warrant additional staff, NOTIFY any tentative candidates at the earliest possible date.
27a. Depending upon the length of the workshop and/or the complexity of its instructional components, CONDUCT one or more staff meetings to discuss special problems as they may arise.

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EV	Evaluation

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MT 7

MA 1b

20. CONSTRUCT letters of contract for mailing to those definitely commited to serve as staff members.

21. Have candidates who accept positions COMPLETE (a) tax forms, (b) data re housing requirements, and (c) signed contract.

22a. IDENTIFY and STATE housing requirements, etc. for the workshop staff.

22b. MAKE preliminary arrangements for two staff social events: (a) pre-workshop and (b) at end of the workshop.

FC 2

22c. SEND "advance" copies of instructional plans and a workshop schedule to teaching staff under contract.

IP 16b

23. Have the instructors IDENTIFY and STATE any problems they note in the pre-mailed instructional plans. (Must submit to workshop director at least two weeks in advance any major changes they wish to suggest.

EV 1

24. CONDUCT a pre-workshop briefing session for instructors. (i.e. the day before the workshop convenes.)

25. DESCRIBE to the instructional staff their responsibilities, including use of instructional plans, teaching schedules, any anticipated non-teaching duties

NI 5

26. CONDUCT a social event which will enable the staff to become better acquainted.

MA 20, 21

27a. Depending upon the length of the workshop and/or the complexity of its instructional components, CONDUCT one or more staff meetings to discuss special problems as they may arise.

27b. Depending upon the extent of the non-teaching staff available, NAME instructors to such duties as (a) registration, (b) distribution of teaching hardware, and (c) collection, storage of same.

28. CONDUCT a concluding social event (i.e. luncheon), at which time: (a) distribute pay checks, (b) staff complete evaluative questionaires, (c) staff discusses "triumphs & tragedies" of the workshop.

FC 2

EV 14

IP 14

5. IDENTIFY possible staff who are to prepare the instructional plans for workshop.

6. NAME staff member(s) who are to be responsible for preparing "rough draft" copies of specific instructional plans.

7. At staff meeting(s), DISTINGUISH between "best-choice" plans and those requiring replacement or modification.

8a. ACCEPT for final typing those plans which are designated "best-choice" for workshop.

8b. STATE modifications which are needed for instructional plans.

9. NAME staff member(s) responsible for preparing "second draft" copies of specific instructional plans or parts thereof.

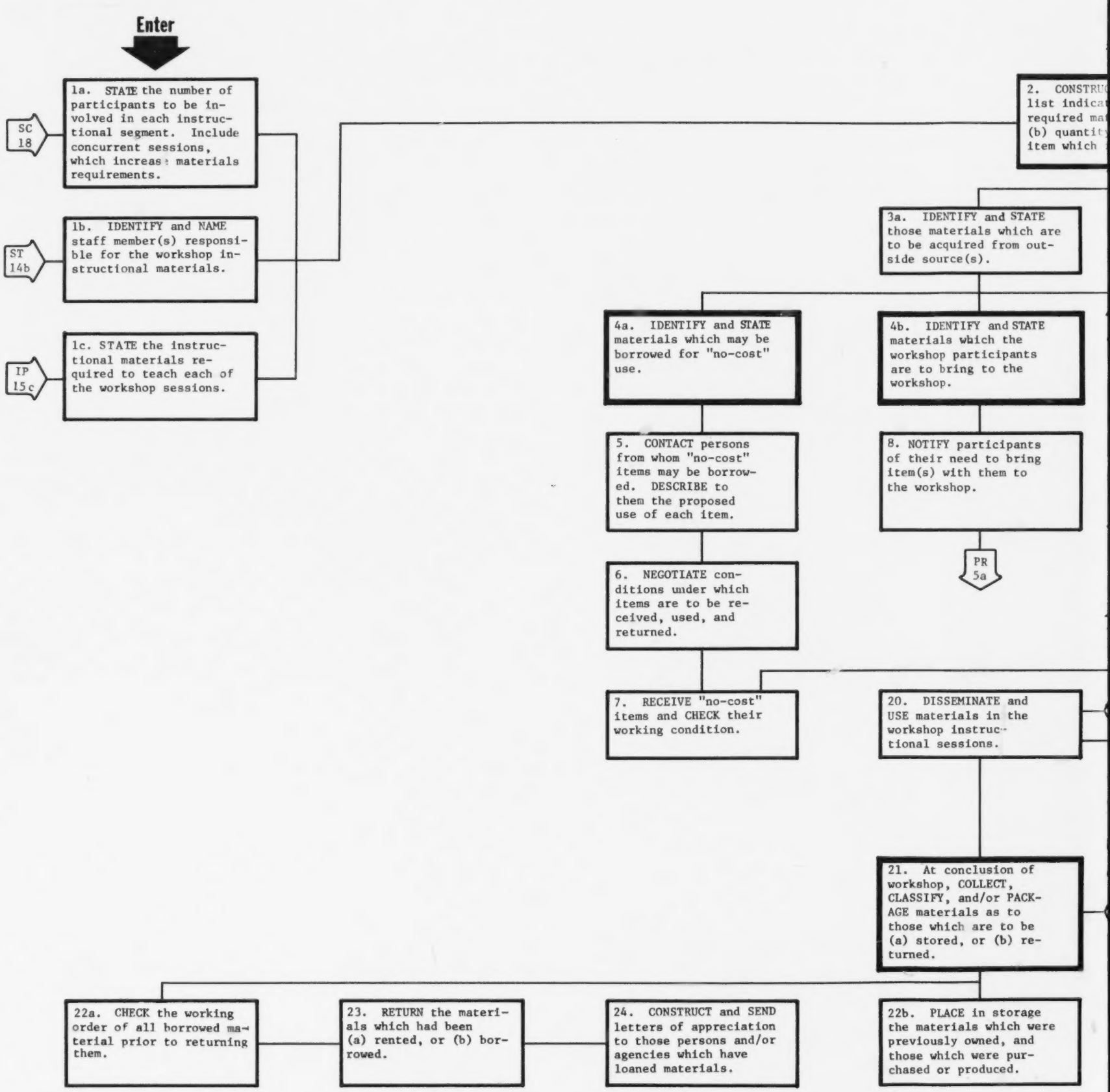
10. At staff meeting(s), DISTINGUISH between "best-choice" plans and those requiring further modification.

11. STATE modifications which are needed for plans not in final form.

12. "RECYCLE" within this subsequence as necessary in order to produce a final draft of each instructional plan.

13. NAME staff member(s) responsible for CONSTRUCTING final typed copies by an assigned deadline.

MA—MATERIALS


Enter
SC 18
1a. STATE the number of participants to be involved in each instructional segment. Include concurrent sessions, which increase materials requirements.
ST 14b
1b. IDENTIFY and NAME staff member(s) responsible for the workshop instructional materials.
IP 15c
1c. STATE the instructional materials required to teach each of the workshop sessions.
2. CONSTRU
list indica
required ma
(b) quantit
item which
3a. IDENTIFY and STATE those materials which are to be acquired from outside source(s).
4a. IDENTIFY and STATE materials which may be borrowed for "no-cost" use.
4b. IDENTIFY and STATE materials which the workshop participants are to bring to the workshop.
5. CONTACT persons from whom "no-cost" items may be borrowed. DESCRIBE to them the proposed use of each item.
8. NOTIFY participants of their need to bring item(s) with them to the workshop.
PR 5a
6. NEGOTIATE conditions under which items are to be received, used, and returned.
7. RECEIVE "no-cost" items and CHECK their working condition.
20. DISSEMINATE and USE materials in the workshop instructional sessions.
21. At conclusion of workshop, COLLECT, CLASSIFY, and/or PACKAGE materials as to those which are to be (a) stored, or (b) returned.
22a. CHECK the working order of all borrowed material prior to returning them.
23. RETURN the materials which had been (a) rented, or (b) borrowed.
24. CONSTRUCT and SEND letters of appreciation to those persons and/or agencies which have loaned materials.
22b. PLACE in storage the materials which were previously owned, and those which were purchased or produced.

KEY TO FLOWCHARTS

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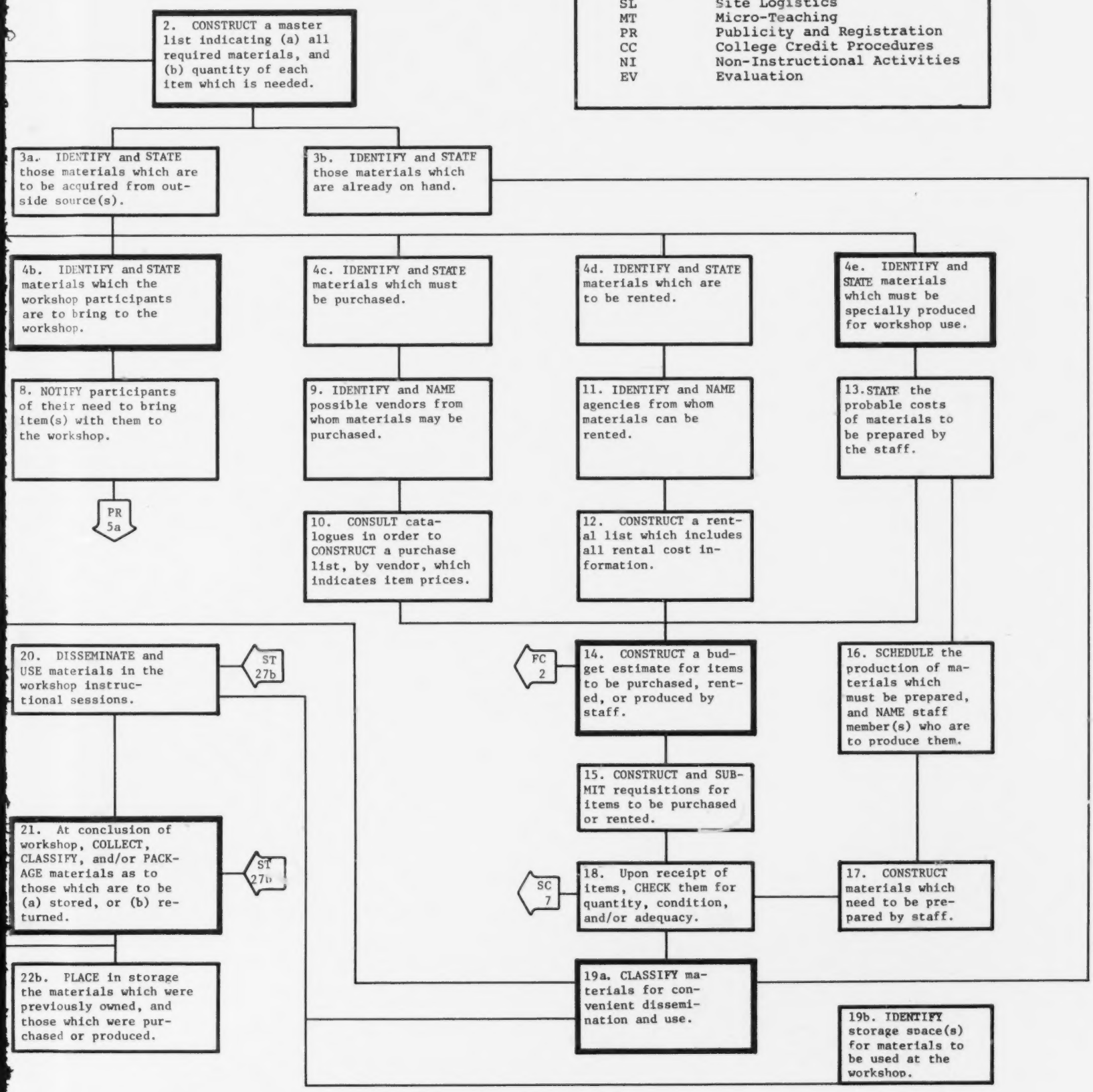
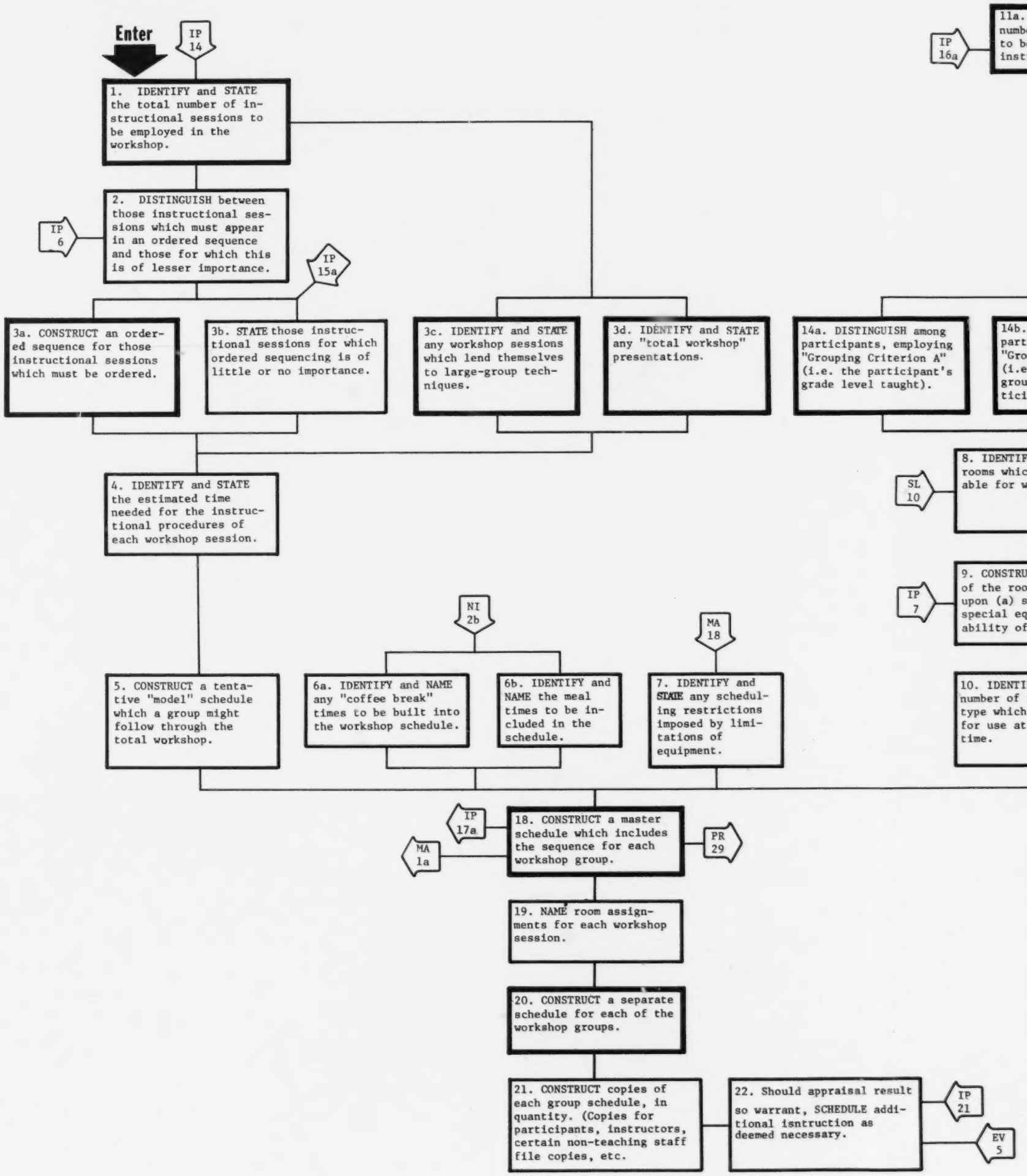

2. CONSTRUCT a master list indicating (a) all required materials, and (b) quantity of each item which is needed.
3a. IDENTIFY and STATE those materials which are to be acquired from outside source(s).
3b. IDENTIFY and STATE those materials which are already on hand.
4b. IDENTIFY and STATE materials which the workshop participants are to bring to the workshop.
4c. IDENTIFY and STATE materials which must be purchased.
4d. IDENTIFY and STATE materials which are to be rented.
4e. IDENTIFY and STATE materials which must be specially produced for workshop use.
8. NOTIFY participants of their need to bring item(s) with them to the workshop.
PR 5a
9. IDENTIFY and NAME possible vendors from whom materials may be purchased.
10. CONSULT catalogues in order to CONSTRUCT a purchase list, by vendor, which indicates item prices.
11. IDENTIFY and NAME agencies from whom materials can be rented.
12. CONSTRUCT a rental list which includes all rental cost information.
13. STATE the probable costs of materials to be prepared by the staff.
20. DISSEMINATE and USE materials in the workshop instructional sessions.
ST 27b
FC 2
14. CONSTRUCT a budget estimate for items to be purchased, rented, or produced by staff.
16. SCHEDULE the production of materials which must be prepared, and NAME staff member(s) who are to produce them.
15. CONSTRUCT and SUBMIT requisitions for items to be purchased or rented.
21. At conclusion of workshop, COLLECT, CLASSIFY, and/or PACKAGE materials as to those which are to be (a) stored, or (b) returned.
ST 27b
SC 7
18. Upon receipt of items, CHECK them for quantity, condition, and/or adequacy.
17. CONSTRUCT materials which need to be prepared by staff.
22b. PLACE in storage the materials which were previously owned, and those which were purchased or produced.
19a. CLASSIFY materials for convenient dissemination and use.
19b. IDENTIFY storage space(s) for materials to be used at the workshop.

SC–SCHEDULING


Enter
IP 14
1. IDENTIFY and STATE the total number of instructional sessions to be employed in the workshop.
IP 6
2. DISTINGUISH between those instructional sessions which must appear in an ordered sequence and those for which this is of lesser importance.
IP 15a
3a. CONSTRUCT an ordered sequence for those instructional sessions which must be ordered.
3b. STATE those instructional sessions for which ordered sequencing is of little or no importance.
3c. IDENTIFY and STATE any workshop sessions which lend themselves to large-group techniques.
3d. IDENTIFY and STATE any "total workshop" presentations.
14a. DISTINGUISH among participants, employing "Grouping Criterion A" (i.e. the participant's grade level taught).
IP 16a
11a. STATE number of to be ass instructi
14b. DISTI participan "Grouping (i.e. disp groups, ba ticipant
4. IDENTIFY and STATE the estimated time needed for the instructional procedures of each workshop session.
SL 10
8. IDENTIFY and rooms which are able for worksh
IP 7
9. CONSTRUCT a of the rooms av upon (a) size, special equipme ability of tabl
NI 2b
MA 18
5. CONSTRUCT a tentative "model" schedule which a group might follow through the total workshop.
6a. IDENTIFY and NAME any "coffee break" times to be built into the workshop schedule.
6b. IDENTIFY and NAME the meal times to be included in the schedule.
7. IDENTIFY and STATE any scheduling restrictions imposed by limitations of equipment.
10. IDENTIFY th number of rooms type which are for use at any time.
IP 17a
MA 1a
18. CONSTRUCT a master schedule which includes the sequence for each workshop group.
PR 29
19. NAME room assignments for each workshop session.
20. CONSTRUCT a separate schedule for each of the workshop groups.
21. CONSTRUCT copies of each group schedule, in quantity. (Copies for participants, instructors, certain non-teaching staff file copies, etc.
22. Should appraisal result so warrant, SCHEDULE additional isntruction as deemed necessary.
IP 21
EV 5

IP 16a

11a. STATE maximum number of participants to be assigned to any instructional group.

PR 15

11b. CONSTRUCT a participant registration file (or lists) to include: (a) name, (b) home address, telephone, (c) affiliation, (d) grade or level, (e) sex, and (f) notation of any physical handicaps.

12. CONSTRUCT a tally of the number of participants in each of the various categories (i.e. grade level, school, etc.).

13. STATE the number of instructional groups of each type which are to be employed.

MT 2

ATE "

14a. DISTINGUISH among participants, employing "Grouping Criterion A" (i.e. the participant's grade level taught).

14b. DISTINGUISH among participants, employing "Grouping Criterion B" (i.e. dispersion among groups, based upon participant affiliation).

14c. DISTINGUISH among participants, employing "Grouping Criterion C" (i.e. presence of some physical handicap).

14d. DISTINGUISH among participants, employing any other grouping criteria.

SL 10

8. IDENTIFY and NAME the rooms which are to be available for workshop use.

MA 1a

15. NAME participants who are assigned to each of the instructional groups.

IP 7

9. CONSTRUCT a classification of the rooms available, based upon (a) size, (b) non-movable special equipment, (c) availability of tables, etc.

ST 16

nd edul- ions imi-

10. IDENTIFY the maximum number of rooms of each type which are available for use at any given time.

16. NAME a coded designation for each of the instructional groups.

17. IDENTIFY and STATE any scheduling restrictions imposed by limitations in numbers and/or strengths of instructional staff.

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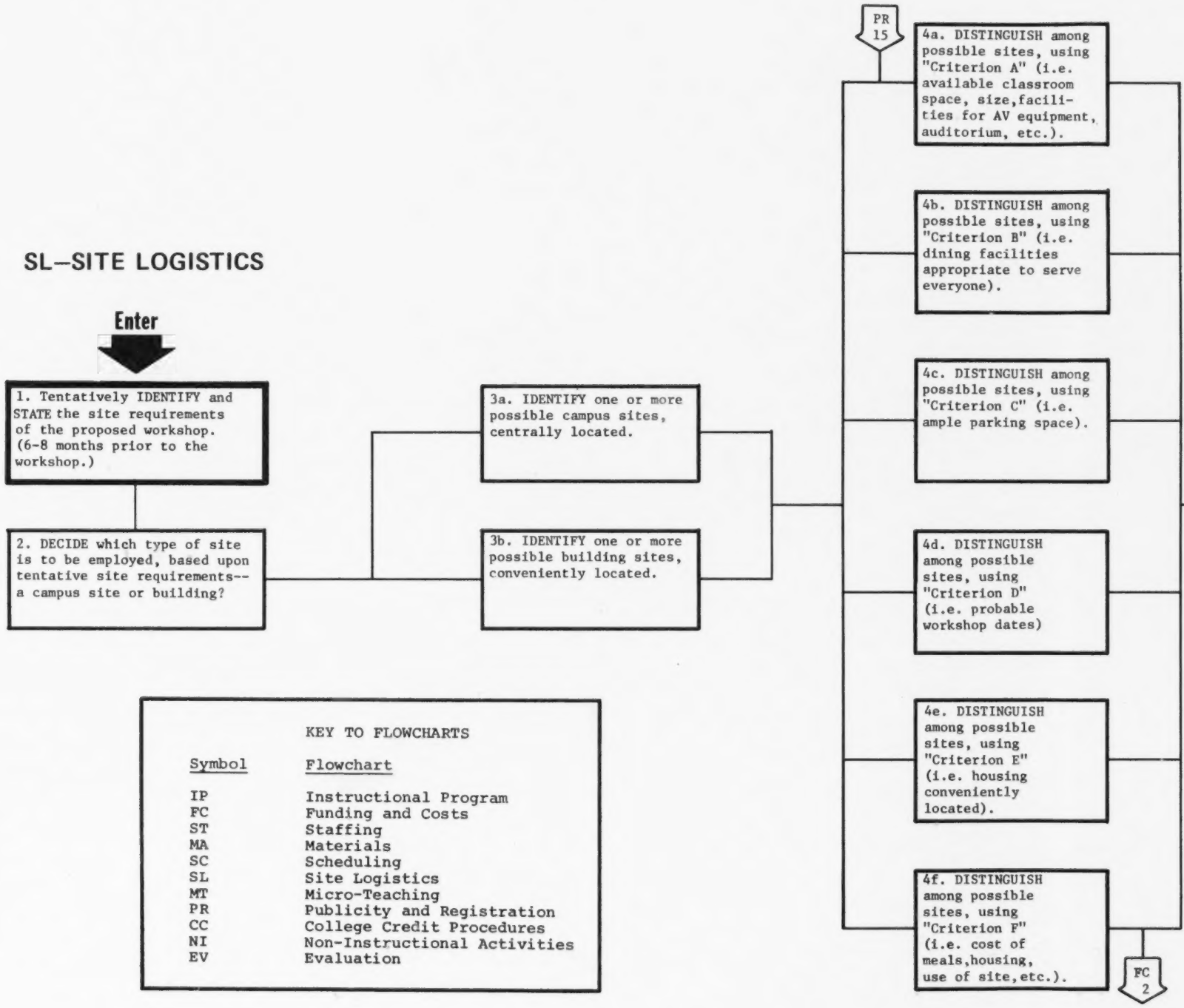
NI	Non-Instructional Activities
EV	Evaluation

2. Should appraisal result o warrant, SCHEDULE addi- ional isntruction as eemed necessary.

IP 21

EV 5

SL—SITE LOGISTICS


Enter
1. Tentatively IDENTIFY and STATE the site requirements of the proposed workshop. (6-8 months prior to the workshop.)
2. DECIDE which type of site is to be employed, based upon tentative site requirements--a campus site or building?
3a. IDENTIFY one or more possible campus sites, centrally located.
3b. IDENTIFY one or more possible building sites, conveniently located.
PR 15
4a. DISTINGUISH among possible sites, using "Criterion A" (i.e. available classroom space, size, facilities for AV equipment, auditorium, etc.).
4b. DISTINGUISH among possible sites, using "Criterion B" (i.e. dining facilities appropriate to serve everyone).
4c. DISTINGUISH among possible sites, using "Criterion C" (i.e. ample parking space).
4d. DISTINGUISH among possible sites, using "Criterion D" (i.e. probable workshop dates)
4e. DISTINGUISH among possible sites, using "Criterion E" (i.e. housing conveniently located).
4f. DISTINGUISH among possible sites, using "Criterion F" (i.e. cost of meals, housing, use of site, etc.).
FC 2

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4a. DISTINGUISH among possible sites, using "Criterion A" (i.e. available classroom space, size, facilities for AV equipment, auditorium, etc.).

4b. DISTINGUISH among possible sites, using "Criterion B" (i.e. dining facilities appropriate to serve everyone).

4c. DISTINGUISH among possible sites, using "Criterion C" (i.e. ample parking space).

4d. DISTINGUISH among possible sites, using "Criterion D" (i.e. probable workshop dates)

4e. DISTINGUISH among possible sites, using "Criterion E" (i.e. housing conveniently located).

4f. DISTINGUISH among possible sites, using "Criterion F" (i.e. cost of meals, housing, use of site, etc.).

FC 2

5. At least 6 months prior to workshop, CONTACT persons in charge of site and ARRANGE TO INSPECT best choices for site.

IP 7

6. DISTINGUISH among the possible sites by observation and discussion, re-applying Criteria A-F.

MT

7. NAME workshop site.

8a. NOTIFY sites not selected and thank officials for their assistance.

8b. NOTIFY site officials of intent to use their facilities for the workshop.

9. CONSTRUCT a letter of joint agreement, and review its stipulations.

SC 8

10. CONSTRUCT a master list of rooms available, which itemizes specific room characteristics.

11. CONTACT site officials 4-6 weeks prior to workshop and REVIEW agreements.

12. REVIEW workshop needs periodically with site officials.

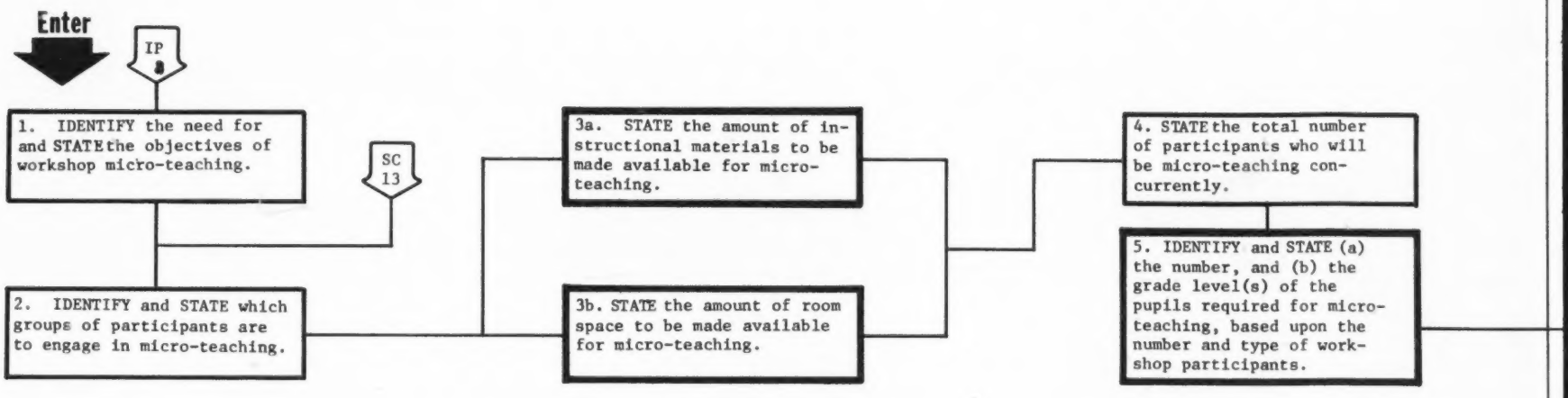
13. During the workshop, MAINTAIN working relationships with site officials.

FC 2

14. At conclusion of workshop, MEET with site officials to NEGOTIATE mutual agreement regarding costs to be billed to sponsors.

15. At conclusion of workshop, CONSTRUCT and SEND letters of appreciation to appropriate site officials.

MT—MICRO-TEACHING


Enter
IP
1. IDENTIFY the need for and STATE the objectives of workshop micro-teaching.
SC 13
2. IDENTIFY and STATE which groups of participants are to engage in micro-teaching.
3a. STATE the amount of instructional materials to be made available for micro-teaching.
3b. STATE the amount of room space to be made available for micro-teaching.
4. STATE the total number of participants who will be micro-teaching concurrently.
5. IDENTIFY and STATE (a) the number, and (b) the grade level(s) of the pupils required for micro-teaching, based upon the number and type of workshop participants.

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EV	Evaluation

ATE the total number
rticipants who will
cro-teaching con-
ntly.

NTIFY and STATE (a)
mber, and (b) the
level(s) of the
s required for micro-
ing, based upon the
r and type of work-
participants.

6. IDENTIFY the number of staff members needed for pupil management and control.

ST 14b

7. CONSTRUCT a list of staff assignments, including personnel to (a) meet the children upon arrival at workshop site, (b) provide children with snacks and/or recreation, and (c) maintain pupil records.

8. CONSTRUCT an organizational plan for the workshop micro-teaching experience.

IP 7

9. IDENTIFY and STATE the facilities needed for micro-teaching, based upon (a) the organizational plan selected and (b) the numbers and age level(s) of the children involved.

SL 6

10. IDENTIFY and NAME schools which might become sources for children needed for micro-teaching. Schools should (a) be nearby, (b) have appropriate numbers of children available, and (c) be willing to cooperate with workshop staff.

11. MEET with school officials to discuss the possible use of their pupils for micro-teaching.

12. NAME school(s) which are to provide the children for micro-teaching.

13. MEET with school officials and DESCRIBE in detail to them the workshop plans for the use of children.

14. Cooperatively with the school, CONSTRUCT a letter to parents, explaining the need for and proposed use of children in the workshop.

15. Have school personnel CONSTRUCT a list which indicates names, ages, home addresses and grade levels of children whose parents indicate interest in workshop participation.

16. CONSTRUCT and MAIL a letter to parents which (a) expresses appreciation, (b) confirms date regarding time, place, etc. for workshop. (2 weeks prior to the workshop.)

17. Just prior to the opening of workshop, SEND reminders to the parents.

18. After the workshop has concluded, CONSTRUCT and MAIL letters of appreciation to the parents.

PR—PUBLICITY AND REGISTRATION

Enter

1. IDENTIFY and NAME staff member(s) responsible for workshop publicity and registration.

ST 3a

2a. CONSTRUCT preliminary plans for workshop registration procedures.

2b. CONSTRUCT preliminary plans for the workshop publicity program.

3a. CONSTRUCT budget of estimated costs for workshop registration procedures.

3b. CONSTRUCT budget of estimated costs for proposed publicity program.

FC 2

4. IDENTIFY and STATE the deadline for submitting all registration materials (about 6 weeks prior to workshop.)

5a. CONSTRUCT [illegible] of materials" [illegible] mailed to regis[illegible] Include maps, i[illegible] regarding housi[illegible] tion, items to [illegible] the workshop, e[illegible]

5b. CONSTRUCT [illegible] istration card[illegible] and/or other re[illegible] istration mate[illegible] per plans.

5c. CONSTRUCT [illegible] Sheet" regardin[illegible] Include (a) loc[illegible] (b) dates, (c) [illegible] requirements, ([illegible] of workshop, (e[illegible] involved, and ([illegible] for registratio[illegible]

7. CONSTRUCT copy for press advertisement designed to publicize the workshop. (Ad to include a reply coupon for information requests.)

9. CONSTRU[illegible] copy for an ir[illegible]national letter to [illegible]nterested persons. (Include response cards for requests for further information.

13. CONSTRUCT a news release for local newspapers.

8. SUBMIT advertisement copy to the appropriate journal(s) to enable ad to appear at least 2,but no more than 3,months prior to workshop.

10. IDENTIFY and NAME persons to whom to address informational letters. CONSULT various mailing lists, as available.

14. SEND copy for a personalized press release to registrant's local newspaper approximately 2 weeks prior to workshop.

11. SEND informational letter to persons NAMED on mailing list. (i.e. chief school officers, department heads, consultants, etc.) approximately 15 weeks prior to the workshop.

25. IDENTIFY and NAME staff member(s) responsible for producing a post-workshop journal report.

26. IDENTIFY and NAME one or more journals appropriate for report re workshop.

27. Request that these journals DESCRIBE their requirements re articles submitted for publication.

28. IDENTIFY and NAME photographer to take workshop photos: (a) low-cost prints of group photos for participants, and (b) photos for a post-workshop journal report.

SC 18

29. CONSTRUCT a schedule for photographer, indicating apparent "best-choice" photo situations.

30. Have photographer CONSTRUCT group and "action" photos during the workshop.

31a. Allow photographer to make low cost prints available to participants. (Photographer to be responsible for money.)

31b. IDENTIFY some of the best "action" photos for possible use in journal report of workshop.

32. CONSTRUCT post-workshop journal report and SUBMIT to appropriate journal.

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ST 14b,25

20a. IDENTIFY [illegible] staff member(s) assigned to the [illegible] tration of par[illegible] upon their arri[illegible] the workshop.

21a. CONSTRUCT [illegible] ule of staff as[illegible] ments to regist[illegible] tasks.

22. Have each p[illegible] STATE his/her de[illegible] time and place.

DENTIFY and STATE eadline for sub- ng all registra- materials (about ks prior to hop.)

5a. CONSTRUCT a "packet of materials" to be mailed to registrants. Include maps, information regarding housing, recreation, items to bring to the workshop, etc.

MA 8

6. CONSTRUCT evaluation items dealing with publicity and/or registration procedures--for inclusion on questionaires, etc.

EV 7

5b. CONSTRUCT registration cards and/or other registration materials per plans.

ONSTRUCT a news se for local pers.

5c. CONSTRUCT a "Fact Sheet" regarding workshop. Include (a) location, (b) dates, (c) eligibility requirements, (d) purpose of workshop, (e) costs involved, and (f) deadline for registration.

12. Upon receipt of response cards/coupons, SEND to each respondent (a) "Fact Sheet" (b) registration materials. (Approximately 9 weeks prior to the workshop.

16a. SEND to each registrant: (a) confirmation of registration, (b) registrant's packet of materials, (c) return form for indicating arrival information, and (d) any data requests re preworkshop evaluation.

ND copy for sonalized release to trant's local per approx- ly 2 weeks to workshop.

15. Upon receipt of registration materials, CONSTRUCT list(s) of participants as deemed useful.

SL 4a-f

ST 18a

SC 11b

16b. If participants are to be housed on campus, CONSTRUCT list of room assignments. Have room keys ready for rapid distribution at registration time

17. CONSTRUCT a schedule which indicates the names, arrival times, etc. for participants who are to be met at terminal(s).

ST 14b

18a. NAME staff member(s) who are to be responsible for meeting each incoming group of participants.

18b. HIRE junior staff members who are to assist incoming participants to move luggage to their rooms.

19a. CONSTRUCT an "arrivals" schedule and assign staff to meet incoming participants at terminal.

ration dures tivities

20b. MEET participants at terminal(s), and TRANSPORT them to the workshop site.

19b. CONSTRUCT a work schedule for staff assigned to "luggage" responsibilities.

20a. IDENTIFY and NAME staff member(s) to be assigned to the registration of participants upon their arrival at the workshop.

ST 14b,25

21b. REGISTER all participants. ASSIGN to rooms. DISTRIBUTE name tag, meal ticket, workshop schedule, room key, information sheet and other materials.

21c. GUIDE each participant to room and ASSIST with luggage.

21a. CONSTRUCT a schedule of staff assignments to registration tasks.

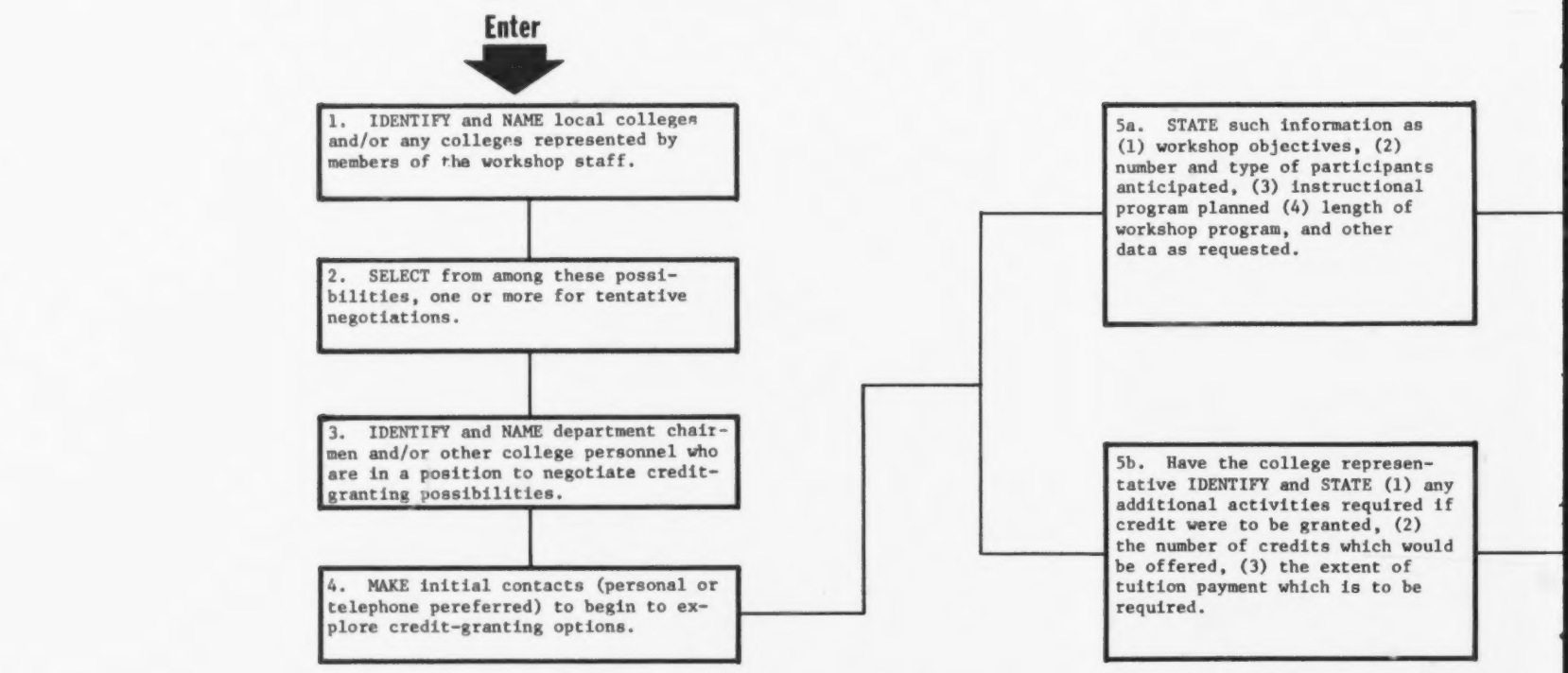
22. Have each participant STATE his/her departure time and place.

23. CONSTRUCT a "departures" schedule and ASSIGN staff to take participants to terminal(s) at end of the workshop.

24a. TRANSPORT participants to terminal(s) as required.

24b. ASSIST participants with their luggage.

CC–COLLEGE CREDIT PROCEDURES


Enter
1. IDENTIFY and NAME local colleges and/or any colleges represented by members of the workshop staff.
2. SELECT from among these possibilities, one or more for tentative negotiations.
3. IDENTIFY and NAME department chairmen and/or other college personnel who are in a position to negotiate credit-granting possibilities.
4. MAKE initial contacts (personal or telephone pereferred) to begin to explore credit-granting options.
5a. STATE such information as (1) workshop objectives, (2) number and type of participants anticipated, (3) instructional program planned (4) length of workshop program, and other data as requested.
5b. Have the college representative IDENTIFY and STATE (1) any additional activities required if credit were to be granted, (2) the number of credits which would be offered, (3) the extent of tuition payment which is to be required.

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5a. STATE such information as (1) workshop objectives, (2) number and type of participants anticipated, (3) instructional program planned (4) length of workshop program, and other data as requested.

5b. Have the college representative IDENTIFY and STATE (1) any additional activities required if credit were to be granted, (2) the number of credits which would be offered, (3) the extent of tuition payment which is to be required.

6. If tentative agreement is reached, CONSTRUCT terms of a formal credit-granting procedure. The college should assume major responsibility for the paper work involved.

7. NOTIFY all workshop participants (in advance of the workshop) of the credit-granting option. Include a general statement indicating what is to be required if this option is elected.

8. IDENTIFY and NAME the person(s) responsible for explaining the credit option to the workshop participants. The college should assume this responsibility.

9. CONSTRUCT sufficient sets of registration materials for use by the workshop participants. This should be the responsibility of the college.

10. STATE to the workshop participants the credit-granting procedure which is to be employed, clearly dilineating what the recipient's responsibilities are to be. This should also be done by college personnel.

11. CONDUCT registration of the participants who elect to earn college credits.

12. The college should assume <u>all</u> credit-granting responsibilities from this point on.

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2a. IDENTIFY an
recreational po
which the selec
has to offer to
pants. (i.e. te
riding,bowling,
local tours of

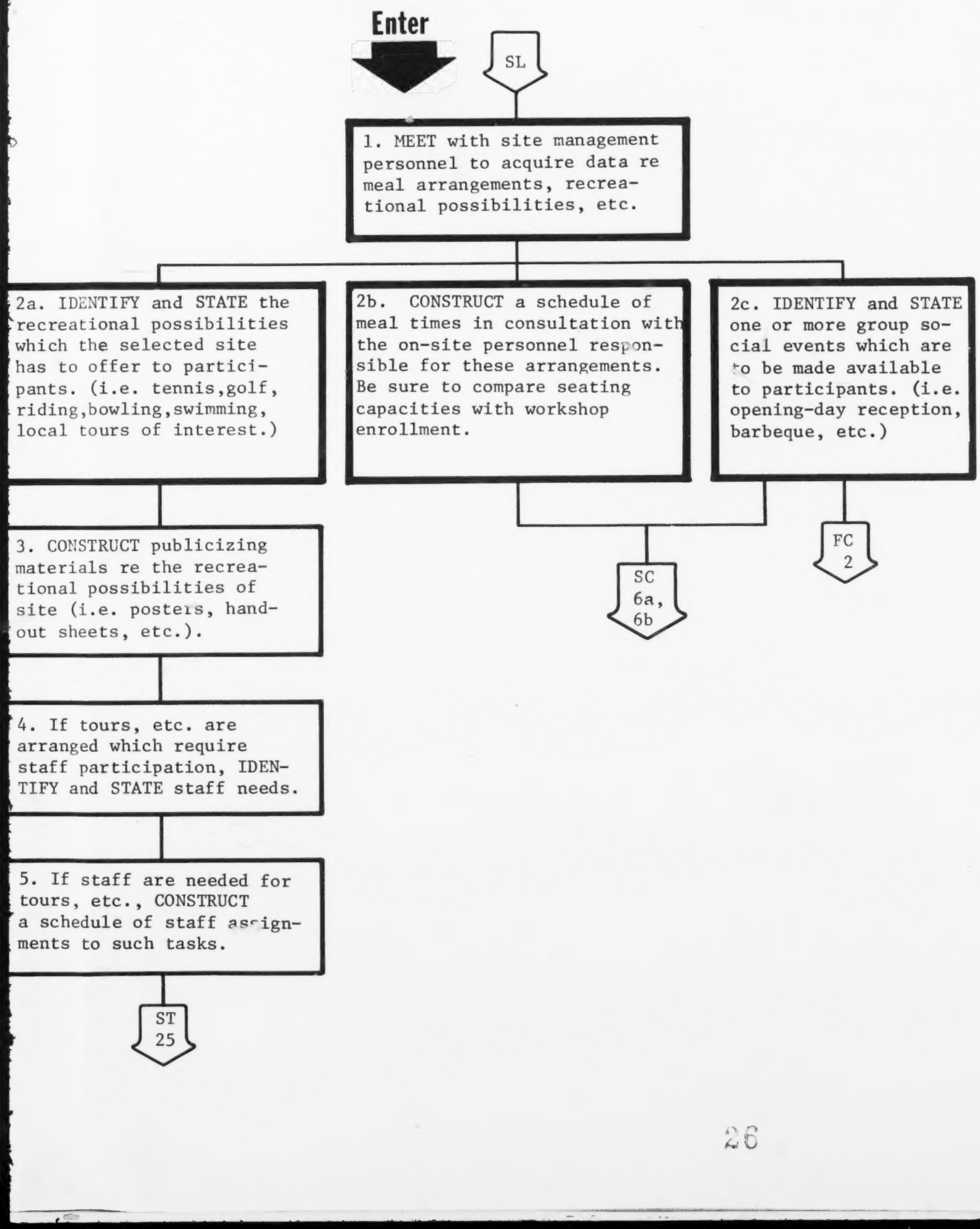
3. CONSTRUCT pu
materials re th
tional possibil
site (i.e. post
out sheets, etc

4. If tours, et
arranged which
staff participa
TIFY and STATE

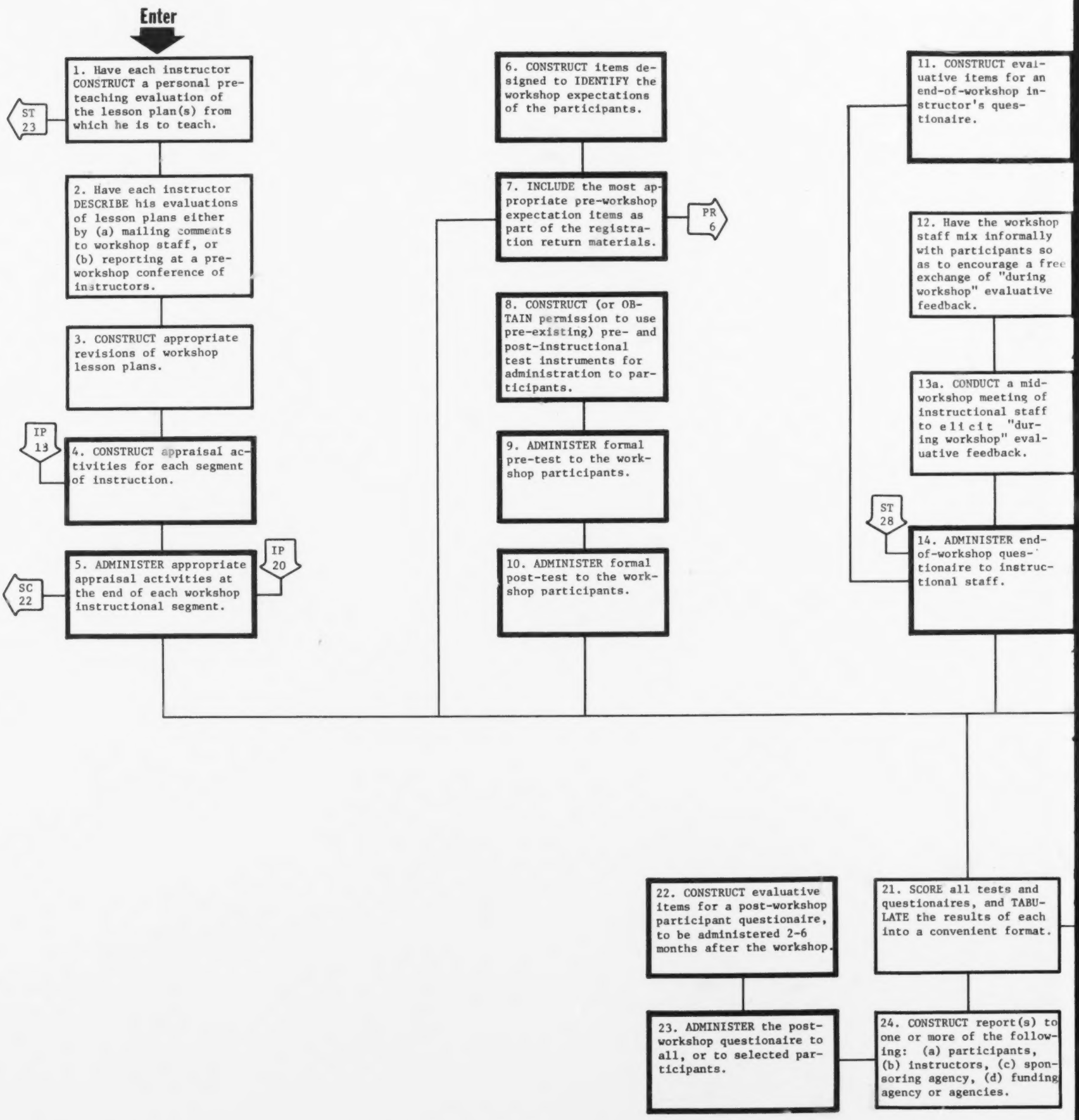
5. If staff are
tours, etc., CO
a schedule of s
ments to such t

ST
25

NI—NON-INSTRUCTIONAL ACTIVITIES


Enter
SL
1. MEET with site management personnel to acquire data re meal arrangements, recreational possibilities, etc.
2a. IDENTIFY and STATE the recreational possibilities which the selected site has to offer to participants. (i.e. tennis,golf, riding,bowling,swimming, local tours of interest.)
2b. CONSTRUCT a schedule of meal times in consultation with the on-site personnel responsible for these arrangements. Be sure to compare seating capacities with workshop enrollment.
2c. IDENTIFY and STATE one or more group social events which are to be made available to participants. (i.e. opening-day reception, barbeque, etc.)
3. CONSTRUCT publicizing materials re the recreational possibilities of site (i.e. posters, hand-out sheets, etc.).
4. If tours, etc. are arranged which require staff participation, IDENTIFY and STATE staff needs.
5. If staff are needed for tours, etc., CONSTRUCT a schedule of staff assignments to such tasks.
ST 25
SC 6a, 6b
FC 2

EV–EVALUATION


Enter
1. Have each instructor CONSTRUCT a personal pre-teaching evaluation of the lesson plan(s) from which he is to teach.
ST 23
2. Have each instructor DESCRIBE his evaluations of lesson plans either by (a) mailing comments to workshop staff, or (b) reporting at a pre-workshop conference of instructors.
3. CONSTRUCT appropriate revisions of workshop lesson plans.
IP 19
4. CONSTRUCT appraisal activities for each segment of instruction.
5. ADMINISTER appropriate appraisal activities at the end of each workshop instructional segment.
IP 20
SC 22
6. CONSTRUCT items designed to IDENTIFY the workshop expectations of the participants.
7. INCLUDE the most appropriate pre-workshop expectation items as part of the registration return materials.
PR 6
8. CONSTRUCT (or OBTAIN permission to use pre-existing) pre- and post-instructional test instruments for administration to participants.
9. ADMINISTER formal pre-test to the workshop participants.
10. ADMINISTER formal post-test to the workshop participants.
11. CONSTRUCT evaluative items for an end-of-workshop instructor's questionaire.
12. Have the workshop staff mix informally with participants so as to encourage a free exchange of "during workshop" evaluative feedback.
13a. CONDUCT a mid-workshop meeting of instructional staff to elicit "during workshop" evaluative feedback.
ST 28
14. ADMINISTER end-of-workshop questionaire to instructional staff.
22. CONSTRUCT evaluative items for a post-workshop participant questionaire, to be administered 2-6 months after the workshop.
21. SCORE all tests and questionaires, and TABULATE the results of each into a convenient format.
23. ADMINISTER the post-workshop questionaire to all, or to selected participants.
24. CONSTRUCT report(s) to one or more of the following: (a) participants, (b) instructors, (c) sponsoring agency, (d) funding agency or agencies.

11. CONSTRUCT evaluative items for an end-of-workshop instructor's questionaire.

12. Have the workshop staff mix informally with participants so as to encourage a free exchange of "during workshop" evaluative feedback.

13a. CONDUCT a mid-workshop meeting of instructional staff to elicit "during workshop" evaluative feedback.

13b. If the workshop participants can be readily grouped (i.e. by school), have them MEET in mid-workshop to discuss "How to improve this workshop."

15. CONSTRUCT appropriate revisions of workshop instructional plans.

ST 28

14. ADMINISTER end-of-workshop questionaire to instructional staff.

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19. CONSTRUCT evaluative items for an end-of-workshop participant questionaire. STRUCTURE the evaluation to fit the demands of any fund-granting agencies.

20. ADMINISTER end-of-workshop questionaire to participants.

16. Have each participant CONSTRUCT a "Dear Director" letter which DESCRIBES his feelings about the workshop.

17. CLASSIFY the participant "Dear Director" responses as to their being (a) nomothetic or (b) idiographic.

18. CLASSIFY the participant "nomothetic" and "idiographic" responses as to their being (a) positive or (b) negative responses.

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workshop
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workshop.

21. SCORE all tests and questionaires, and TABULATE the results of each into a convenient format.

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24. CONSTRUCT report(s) to one or more of the following: (a) participants, (b) instructors, (c) sponsoring agency, (d) funding agency or agencies.

25. CONSTRUCT appropriate revision of workshop plans for use another time, or by another group.